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Investigating the Obstacles of Speaking Fluency among EFL Sudanese University Students

تقصي عقبات التحدث بطلاقة لدى طلاب اللغة الانجليزية لغة اجنبية بالجامعات السودانية

**A thesis Submitted in Partial Fulfillment of the
Requirements for Degree of MA in English language
(Applied Linguistics)**

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Dedication

I dedicate this work to my lovely parents.

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All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First, my sincere gratitude and appreciation are due to my supervisor Dr. Hillary Marino Pitia for his tireless efforts, guidance, great support and encouragement throughout the stages of this study. Special praise is reserved to Dr. Muntasir Hassan Mubarak ,Dr. Sabir Mirgani Ali Dr. Abbas Mukhtar Mohammed for verifying my Questionnaire.

ABSTRACT

This study aimed at investigating the obstacles of speaking Fluency faced by EFL students. The researcher adopted the descriptive analytical method. One instrument was used for data collection relevant to the study, namely a questionnaire to teachers of English at Sudanese Universities. The study sample of questionnaire comprised (30) English language teachers. The researcher used Statistical Package of Social Science program (SPSS) to analyze and verify the hypotheses. The results revealed that students need to be encouraged to speak confidently to promote their speaking fluency. Moreover, classroom environment is not conducive to develop students' speaking skill. Students are unable to participate in speaking fluency actively. The study recommended that teachers should raise the students' awareness about the importance of speaking fluency. Furthermore, EFL teachers should be well- trained to develop students' speaking skill. On the other hand, EFL students in Sudan should be recommended to develop their language skills and to give more attention to speaking activities. Some suggestions are also proposed for further studies.

ABSTRACT

(Arabic Version)

هدفت هذه الدراسة إلى تقصي عقبات التحدث بطلاقة التي يواجهها طلاب اللغة الإنجليزية لغة اجنبية بالجامعات السودانية. وقد اتبع الباحث المنهج التحليلي الوصفي، وتم استخدام الإستبانة كأداة لجمع البيانات المتعلقة بالدراسة، الإستبانة صممت خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية. قد تم اختيار عينة اشتملت على 30 معلماً للغة الانجليزية بالنسبة للاستبيان. وطبق الباحث برنامج الحزم الاحصائية للعلوم الاجتماعية لتحليل والتحقق من الفرضيات. واتضح جلياً من خلال نتائج الدراسة أن على اساتذة اللغة الانجليزية تشجيع طلابهم للتحدث بثقة تامة لتطوير فصاحتهم في التحدث، بالإضافة إلى ذلك أن بيئة الفصل الدراسي غير مواتية لتظهر مهارات التحدث لدى الطلاب، أن الطلاب غير قادرين على المشاركة الصفية لفصاحة التحدث بصورة فعالة. قد أوصت الدراسة على الآتي: على اساتذة اللغة الانجليزية رفع مستوى وعي الطلاب عن أهمية التحدث بفصاحة، وعلاوة على ذلك على أساتذة اللغة الإنجليزية أن يتدربوا جيداً لتطوير مهارة التحدث لدى الطلاب ومن جانب آخر أن يوصى طلاب اللغة الإنجليزية بالسودان بتطوير مهارتهم اللغوية وإعطاء أهمية لأنشطة التحدث. وايضا قدمت الدراسة بعض المقترحات للدارسات المستقبلية.

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CHAPTER ONE

INTRODUCTION

1.0 Context of the Study

Speaking seems to be the most important skills of the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to, as speakers of that language. The major goal of all English language teaching is to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge (Davies & Pearse, 1998).

The ability to function in another language is generally characterized in terms of being able to speak that language. In recent years, much of the discussion relating to proficiency-oriented instruction and testing has focused on the development of oral skills. Many language students consider speaking ability as one of their primary goals of study, either because they would derive some personal satisfaction from being able to speak a second language or because they feel it would be useful in pursuing other interests or career goals. Therefore, language teachers should identify some effective strategies for teaching speaking skill in the classroom. According to Chastain (1988), speaking is an important element in developing each language skill and conveying culture knowledge. Students view speaking as an essential skill for functioning in another country and enroll in language classes with speaking as one of their principal goals.

According to Allen, et.al(2008) stated that graduate students almost find it difficult doing a job talk, a class presentation, or delivering a lecture. The students usually find it to be a frightening or challenging task. Public speaking is one of the world's most common frightening tasks, fearsome to people more than any other source of anxiety such as heights, spiders, the dark or even death.

Noon-ura (2008) asserts that in public speaking, the speaker faces horrifying stress and feels nervous with his cheeks blushed. One reason may be the lack of confidence due to fear and anxiety. Despite its importance and frequent use, speaking has remained the least studied and the least accessible skill for students to learn, and for teachers to teach, and has raised many questions for researchers to answer.

Traditionally, teachers pick a topic, ask students to discuss it in the class and finally evaluate students' performances in terms of accuracy and fluency. In this way, teachers seem to test rather than to teach speaking, since students are rarely instructed on using the strategies before the speaking task starts. In fact, teachers do not overtly teach or train students how to speak effectively, which strategies to use, and what information to convey. Due to the shift from teacher to student-centered learning environments, students need to be helped in becoming strategic language learners in the long run (Noon-ura (2008).

1.1 Statement of the problem

This study tries to explain the problems of speaking fluency of the University students at Sudan University of Science and Technology, second year, and it has been observed that the majority of the University students face serious problems in fluency, when they speak English. They lack speaking simultaneously without stopping or cannot speak two or three utterances fluently. This study focuses on the main causes that

hinder students' fluency. The researcher has tackled this issue so as to address this problem.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

- 1.It attempts to find out the difficulties that face University students in speaking fluently.
2. It tries to highlight the chance to practice speaking skill in the classroom.
- 3.It tries to investigate mother tongue interference (Arabic language) negatively impact on students' fluency.

1.3 Questions of the Study

The study sets out to answer the following questions:

- 1.What are the difficulties that face University students in speaking fluency?
2. What is the chance to practice speaking skill in classroom?
3. To what extent does mother tongue interference (Arabic language) impact on students'fluency?

1.4 Hypotheses of the Study

The study sets out to test the following hypotheses

- There are some difficulties that face University students in speaking fluency.
- There are few chances to practice speaking skill in the classroom.
- Mother tongue interference (Arabic language) has negative impact on students' fluency.

1.5 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issue pertaining to investigate the obstacles of speaking fluency faced by EFL students in achieving learning process. This study

will cover the area of speaking performance. It will help undergraduate students at University to be aware of the factors that face their students when learning speaking performance; it will help the teachers in developing the points of weakness.

Therefore, it hoped that the results arrive at. The future will assist the curriculum developers to take the right decisions concerning promoting the students, oral communication, which is badly needed in their studies. Therefore, people need to act globally to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.6 Methodology of the Study

The researcher has adopted the descriptive analytical method. A questionnaire is used as a primary tool for data collection. The questionnaires are distributed to teachers of English language at some Sudanese Universities to check their point of view to address this issue.

1.7 Limits of the Study

This study was limited to investigate obstacles of speaking fluency faced by EFL students in achieving learning process. It hoped that tentatively covered the academic year (2018-2019). It conducted at Sudan University of Science and Technology, College of Languages, and study sample was exclusively drawn from teachers of English at some Sudanese Universities.

1.8 Summary of the Chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter reveals the related literature review on investigating the obstacles of speaking fluency faced by EFL students in achieving learning process. It divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part one: Theoretical Background

2.1 Definition of Speaking

Speaking is an interaction process of constructing meaning that involves producing and receiving and processing information (Babu, 2010). Its form and meaning are depending on the content in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking.

It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable – language functions (or patterns) that tend to recur in certain discourse situations (e.g. declining an invitation or requesting time off from work), can be identified and charted (Babu, (2010), for example, when a sales person asks “may I help you?”, the expected discourse sequence includes a statement of need, response to the need, other of appreciation, acknowledgement of the appreciation, and a leave-taking exchange, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic conference), but also that they understand when, why and in what ways to produce language (socio linguistic conference). Finally speech has its own skills structure, and conversations different

from written language (Bygate 2009). A good speaking synthesizes this array of skills and knowledge to succeed in given speech act.

2.2 Speaking as a Skill

For most people, the ability to speak a foreign language is fundamental to knowing that language, because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based mainly on developing grammatical competence and using the writing-based methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. The communicative approach focuses on striking a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities. (Hughes, 2002).

Speaking in a foreign language has often been viewed as the most demanding of the four skills. “While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing on the other hand, involve language production and are referred to as productive skills” (Hughes, 2002).

(Hamrer 2001, 16) In the natural spoken students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practicing conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practice “real” communication with our students within the learning process. If it is neglected, it is not surprising that students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been

prepared for spontaneous communication and cannot cope with all of its simultaneous demands.

Embarrassment is usually caused by students' inability to adjust to native speakers' speech. This is natural and adjures patience while learning to speak or communicate in a foreign language. However, most English learners are familiar with the fact that the best way to advance their speaking skills is adjusting to it in an English speaking environment.

2.3 Why speaking

Kayi (2006) noted that "Speaking is fundamental to human communication. If the goal of a language course is truly to communicate in English, then the speaking skill should be taught and practiced in the language classroom. It can be a lot of fun raising general learner motivation and making the classroom a dynamic and effective environment".

The communicative approach calls for increasing the students' talking time (STT) and decreasing the teachers talking time (TTT). This comes through providing the learners with opportunities to speak through cooperative independent activities. Harmer (2001:47) says that "Communication is the central feature in teaching and learning language communication between students creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions".

When someone says "I know English" this does not necessarily mean that he can speak English. As Hughes (2002) points out, "It is the lack of genuine speaking opportunities which accounts for many students feeling that, however much grammar and vocabulary they "know", they are insufficiently prepared or speaking in the world beyond the classroom".

Al Hyunjung (2006:4) argues that “Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use language in real situations. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as a pitch stress and intonation”.

Bygate (2009) asserted that “One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims”. Biber, D. et al. (1999) note that at some stage in the learning process the focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usage. In order to do this, learners take on roles and interact with other learners, who also have roles. As a result, “The role of the teacher changes, too. Instead of being the person who provides prompts that trigger utterances of a certain structure from the students, the teacher now sets up the conditions for communication to take place. Hence, the teacher will actually assume roles to model the language for the learners, or act as someone for the learners to communicate with”.

2.4 Speaking and Conversation:

Although the terms “speaking” and “conversation” may seem clear, they often get misunderstood. Speaking as a skill taught at schools presents the student’s ability to express his or her opinion, thoughts and ideas on a particular matter. Speaking practice, which is usually based on storytelling, giving a speech or presentation, is the precondition for later successful conversation.

Muller mentioned that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it.

Biber, (1999) adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs. Giving speeches or presentations is not what we concentrate on in our lessons (Even though these are crucial prerequisites for later conversational practice, the teacher tend to focus on communicative activities as the main goal of speaking lessons. So it is very important for teachers to think through the purpose of speaking and communicative activities being prepared for lessons and also the target group of learners.

2.5 Students' Motivation to Participate in Speaking Lessons:

When students learn a foreign language, they very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they cannot actually use this language to communicate when they want to. Muller (2008) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things

wrong or they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create activities in which learners feel less worried about speaking and less under pressure.

There are also motivational factors, differing from student to student, which influence their progress in the spoken language. Harmer (2001:4) distinguishes extrinsic and intrinsic motivation. He claims that students' attitude to speaking the language may be affected by different external factors, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students' willingness to learn to speak a foreign language, which may be influenced by the teacher's methods used in teaching communication and, above all, his or her personality. Considering these, teachers should realize how important role they play in encouraging the students to learn to speak a foreign language.

Students' personalities also play an important role in determining how quickly and correctly they will manage a speaking task. Those students who are risk-takers, unafraid of making mistakes, are generally more talkative but usually make many errors. Those who are shy may take a long time to speak confidently, but when they finally manage it, their

English contains fewer errors. The aim of both types of students is the same, indeed – to use the language correctly and fluently. To achieve this goal the teachers should try as much as they can to break the silence in the classroom and get the students speak no matter how many mistakes they make or how long it takes them to produce sentences. In order to decrease shyness while speaking in front of the whole class, students may be offered the opportunity to work in groups or pairs, which is a suitable approach for enhancing the active language use.

Harmer (2001:7) points out different motivational factors depending on the age and level of the students. University students’ and adolescents’ motivation to speak a foreign language is irrelevant for the purpose of this thesis because, as mentioned above, I deal with adult English learners and their motivational needs for a foreign language communication are substantially different from the others. I concentrate on intermediate students who represent the majority in my classes. Their English is good at this stage and they are motivated by a primary goal of achieving a more advanced level of language. They already know a lot and are able to have a conversation about everyday matters, but sometimes there might occur some problems. One of them is often the feeling that they are flooded with the new complexity of the language and cannot cope with it. Teachers, when having found this out, should focus on building up the knowledge students already have and assure them they can speak the language well enough to understand and be understood.

Bygate (2009:274) declares that “motivation is very strongly related to achievement in language learning”. Eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the desk without desire to be involved in any kind of speaking activity, may find themselves unable to improve their speaking skill.

Bygate (2009:281) describes some strategies to enhance students' motivation to speak in a lesson. The principal one is selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there should be no panic or embarrassment. The possible solution to this situation may be asking the students to vote for a topic they would be interested in talking about. Introduction of a variety of tasks is also suggested for a successful and efficient speaking lesson as well as using visuals to enhance students' motivation to speak. Average pictures copied from different sorts of textbooks and workbooks do not encourage adult learners to speak anymore. Based on my teaching experience, adult learners prefer to be set into real situations, dealing with real and current news items concerning today's world and society. To satisfy students' expectations, teachers should be supplied with a sufficient amount of authentic material, such as newspapers and magazines. For example, the speaking tasks could be based on describing newspaper photos to each other and guessing the place in the world where the action has happened. The connection between the picture and reality encourages students to express their points of view on a particular event and, at the same time, the teacher's goal is achieved as well – getting students to speak and communicate with each other.

2.6 Academic Oral Presentation

In EFL context, academic oral presentation involves oral communication using. It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation Firth, J. R. (1957).

It was found that both native and nonnative speakers reported experiencing linguistic and psychological difficulties with academic oral

presentation (Morita, 2000). Public speaking, in various contexts, was reported as one of the most anxious experiences one could encounter. Thus it is not surprising that graduate EFL students experience considerable stress with academic speaking, particularly since speaking activities in general have been identified as the most anxiety-provoking activity in a foreign language classroom Yule, (2010).

Academic oral presentation involve complex an constant decision-making for the students from the beginning – the preparation stage, to the final stage – the presenting stage. The presenting stage is likely the most anxiety-provoking stage because much of the decision-making has to be made immediately, unless the speaker is relying on a pre-prepared script.

Moreover, it was found that a discrepancy existed between the instruction and the students about what constitutes an academic oral presentation and the goal. This may also contribute to students' anxiety about oral presentations because students will be more uncertain about the quality of their preparation and performance. Oral presentation is common task in graduate seminars in which presenters lead seminar discussions. An oral presentation may seem to be a straightforward activity, involving understanding the assigned material, summarizing it and presenting it to the instructor and classmates. However, it has been shown that oral presentation requires constant negotiation and decision making for it to be successful.

2.7 Psychological Factors that Hinder Students' Speaking

The fact that English is one of the most important keys that open the road of success in every area of life and it is the only language that truly links the world together cannot be denied by anyone. That is why today English is taught as a foreign language in most of the countries and new research is conducted for better learning and teaching in E.L.T. every day. However, there is no doubt that learning another language is

challenging, especially if you do not live in the country where the language is in daily use and you are not exposed to it on daily basis. Hence, there are some complaints from both students and teachers. No matter how much understand the lesson; students claim that they can neither use what is taught in real context nor in the classrooms. On the other hand, teachers protest that they cannot manage to make students speak fluently, either there is a problem on the teachers or on the students or on the methods.

Speaking has always been a creative and complex process among the other skills for the language learners. Speaking English fluently and accurately and communicating orally in target language is always a grand task for foreign language learners since effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 1997:8) so it has been mentioned that there are some psychological factors that under students from practicing their speaking in English class. Each of them is explained below:

A. Fear for Making Mistakes

As argued by many theorists, fear of mistake is one of the main factors in students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999). As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not wrong or bad thing because students can learn from their mistakes while the causes of fearing of making these mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how other will see those Krashen, S. (1981).

In addition, Hieu (2011) cited in He and Chen (2010) explain students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluation from

their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue. So most EFL students are afraid to try to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

B. Shyness

Shyness is a something that many students suffer from at some time when they are required to speak in English class, which obviously inhibit speaking. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students to their best in their speaking performance in the classroom, (Gebhard: 2000).

In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can said that shyness plays an important role in speaking performance done by the students.

With regard to the cause of shyness, Gebhard (2000) argues that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) argues that most of English students feel shy when they speak the language because they

think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

C. Anxiety

Anxiety – a feeling of tension, apprehension and nervousness – is often associated with learning a foreign language (Horwitz et al. cited in Nascente, 2001). Nascente claims that, among their affective variables, anxiety stands out as one of the main blocking factors for effective language learning. Horwitz (1991) and Tiono (2004), believes that anxiety about speaking the target language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. Therefore, this factor should be taken into account when considering the learning process.

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, identified three main causes of students' anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' evaluation. In this case, as mentioned above, very often that other student's evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety Benson, M. et al. (1986a). All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007),

to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

D. lack of Motivation

It is generally agreed in the literature that motivation is a key to student's learning. Nunan (1999) stresses that motivation is important in that, it can affect students' preparedness to speak in English. Bygate (2009) adds that no matter what kinds of motivation the learners possess it will enhance their interest. Thus being proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

Gender cited in Nunan (1999), identifies four important causes of students' lack of motivation – uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. Uninspired or monotonous teaching reduces the students' motivation due to their feeling of boredom. Bygate (2009) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. Hernandez, S. (2013) believes that motivation is a production of good teaching. Similarly, Hughes emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. Students' motivation is really influenced by the teacher's enthusiasm and teaching performance.

2.8 Fluency

The term fluency has acquired two rather different meanings in ELT. The first is similar to a typical dictionary entry. For example, 'fluent' is defined by Chambers Concise Dictionary as 'able to speak and

write a particular language competently and with ease'. In this meaning it's normally restricted to a language production and in ELT it's normally reserved for speech.

It is the ability link units of speech together with facility and without stain or inappropriate slowness or undue hesitation.

Yule, (2010) include fluency as a component of communicative competence, and define it a 'the speakers' ability to make use of whatever linguistic and pragmatic competence they have, they distinguish three type of fluency;

1. Semantic fluency, i.e. linking together prepositions and speech acts (also as coherence);
2. Lexical – syntactic fluency: i.e. linking together syntactic constituents and words.
3. Articulatory fluency: i.e. linking together speech segments.

Non-fluency: in an English language learner is discernible in frequent pauses, repetitions, and self-corrections.

2.8.1 Why Fluency

Benson, M. et al. (2003). point out that throughout the world, including developing countries; there is demand for people who speak English well. In many developing countries university education is carried out in English and employees who are fluent enough in English are high in demand. So it is important that students to learn to speak English well, and that teachers to know how to teach the speaking skills.

Hughes (2002) state that a person is considered to be a fluent speaker of a language when he is able to use its structures accurately whilst concentration on the content rather than from, using the units and pattern automatically at normal conversational speed when they are required.

Cowie, A. P. (2001). emphasized the fact that children need to acquire both linguistic and social knowledge in order to become effective communicators. A child understanding of the context and the connections between the context and speech are important for making meaning. For example, a child might be helped to focus his/her attention on an element of the environment to which a word refers, and thus make the connection between what they see and the speech they hear. Hartas goes on to argue that children with language and communication difficulties may experience problems with the forms of language (sounds, grammar and syntax); the content of language (semantics or meaning)' and the social function of language (pragmatics or communication), in any combination and in terms of expressive and receptive aspects of the language. Receptive and expressive aspect of English language is related with many problems of second language learner.

Cowie (2001) states that most of the books at the university level are written in English and students cannot comprehend them. The spoken English is even in worse condition. Further pointing out the cause of low English language proficiency he says that in twelve years of their education before university "the students in Bangladesh generally memorize everything including grammar, composition, letters, applications, essays and so on and therefore, do not learn the language". Cowie also points out three reasons behind the weak English among the students entering the universities in Bangladesh. The first reason he explain is that students do not need English outside their classroom in the real life and most of the students come from the background where they do not need English to learn other subjects resulting in lack of practice, second reason is lack of trained teachers and thirdly the examination system is below ideal.

Cowie (2001) is of the view that cognitively mature learners want to comprehend and express ideas which need a wide range of syntactic structures, verb tenses, or vocabulary. Their communicative requirements will quite likely not concur with the programmed presentation given by the instructional materials or syllabus. Furthermore, the limited exposure to native speaker's spontaneous speech in the classroom setting gives little opportunity for the formation and testing of hypotheses necessary for the induction of syntactic and morphological rules.

Bygate. (2009) cites Lennon (1990) who says that in our effort to define the temporal aspect of fluency, it has always been assumed that the main goal in language learning consists of producing the speech at the tempo of the native speakers, which should be unimpeded by silent pauses and hesitations, and filled pauses. Hence, fluency is not an absolute value; rather, it is a degree-based characteristic – all learners should achieve some degree of fluency. Gairns, R. and Redman, S. (1986) believe that it is important to vary one's speech rate, depending on the situation. According to them, second language speakers worry that they lack fluency in English and may speak quickly in order to make up for it. The authors believe that such solution is not sound. By speeding up their speech without adequate knowledge or know-how, non-native speakers make it harder for native listeners to comprehend them. The two researchers say that the second language learners strive to speak correctly by listening to their professor giving lectures or assignments. In such situations the teachers tend to use the spoken language for transactional purposes communicating a message – where key words are emphasized more and are said more slowly. Porter and Grant suggest that this is unlike the interactional function of language, where the speech is speed up in conversations of social nature.

Hernandez (2013) believe that in an unfamiliar linguistic and social environment individuals may feel identity vulnerability, whereas in conversational interaction satisfactory identity negotiation results. This in turn gives them a feeling of being understood, valued, supported and respected. Cowie (2001) is of the view that full of speech acts that do not act, do not mean anything.

Hernandez (2013) suggests that a great responsibility lies on the shoulders of policy makers to provide second language speakers with special consideration, in order to give language minority students an equal opportunity to learn challenging content and high level skills.

Hughes (2002) quotes a few of the thought provoking lines from the journal of immigrant students who had limited knowledge of the target language.

Here Hughes describes the actual problem which is considered as a crucial one and that hinders most of the students who have the real desire to study abroad and even live there if they found a chance, in the other hand, he explained the real desire for their coming, but without the process of give and take or reception and production of the messages. So the researcher navigates through these opinions and quotations and come up with that even the students who are studying in the countries of the native speakers they found difficulties which hinder them of the easy way to achieve their goals which is learning, so what do you think about the students who didn't meet a native speaker.

Biskri, Y. (2012). also brings forward a case study of one of the Indian students in a comprehensive high school in California. The author describes in detail how learner was painfully conscious of her limited English proficiency and hence, she never talked in the class with her fellows and teachers so as to avoid any embarrassing episode and was actually afraid of being made fun of by her classmates. The author also

describes the pity that the teachers felt for her but could not do much to resolve the situation. Many studies (Benson, M. et al. (1986a). appear to indicate that the number of hours or years which are spent on formal second language study is not in itself a strong predictor of second language achievement as measured by proficiency test, particularly ones measuring oral fluency. He further says that the words and structures learned in the classroom may be sometimes unrecognizable when they occur in the normal discourse of native speakers. This lack of transferability of classroom learning to unstructured situation is one of the prime criticisms of second language instruction. Describing the linguistic situation in Quebec, he says that after getting twelve years of formal instruction in French, many high school graduates are able to pass written examinations in French language and literature, but they show limited level of oral fluency in interactions with native speakers and a tendency to retreat from situation in which they might be called upon to speak French. He points out that if students have not attained functional oral fluency after many years of formal study, and then there is a need to look elsewhere for opportunities to develop and enhance this skill.

Biber, D. et al. (1999), asserts that in immersion situation where the teacher is the sole native speaker of the target language and where the native or the first language L1 of the learner is homogeneous the prolonged absence and limited contact with a target language peer group, or significant intercultural contact, leads to the development of a somewhat pidginized form of the language where learners become able to express themselves, their syntax usually shows evidence of simplification and frequent reliance on the rule system of the mother tongue. One can say that native language acquisition appears to conform remarkably closely to the principles of informal learning. It is embedded in a context of social interaction. It does not involve the formal articulation of a set of

rules. It results from the opportunity for sustained verbal exchange with a model with whom the learner identifies closely who provides a tractable input of the target language and feedback about the appropriateness of the learner's utterances. In the typical second language program, most if not all, of these principles are violated. Students who follow these programs do in many instances successfully acquire reasonably good literacy skills, such as those which the child in his mother tongue learns at school. However, it is in the area of verbal fluency that the results tend to be disappointing.

2.9 Accuracy versus Fluency:

Accuracy and fluency are required for a successful and fecund conversation. Hernandez, S. (2013) declares that accuracy is the ability to speak correctly without making serious mistakes, and therefore instant correction by the teacher within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses of hesitation, while often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims and the goals of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class accordingly. If the main aim is to get students to speak, then one way to achieve that would be reducing the teacher's contribution, since the less he or she speaks the more time will be available for the students. If the main aim is accuracy, the teacher should concentrate on students' mistakes and devote time to their correction.

Although speaking without mistakes is important, the trend at present seems to be to develop students' ability to engage in fluent, but not necessarily accurate, conversation in everyday situations. Perhaps this approach best fits the needs of today's society, which is based on fast

exchange of information. Nevertheless, it would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well.

Section (B): Previous Studies:

2.10 Previous Studies:

2.10.1 Introduction:

This section focuses on the previous studies on speaking fluently. It will shed light on some researches done in the area of EFL learners' speaking fluently. The section also discusses the main findings of these researches.

2.10.2 Previous Studies:

Many researchers are interested in the field of English language and its learning. They wrote many researches on English language generally, and in the area of speaking problem, and skill in particular. More specifically, many of these researches and have focused on EFL/ESL learners and their speaking problems.

2.10.2.1 Study one

Sawir (2005) conducted a study entitled: Language difficulties of international students in Australia: The effects of prior learning experience. Globalization has placed a growing importance on English language speaking and listening. Prior research indicates that many international students from Asia, studying in Australia, face serious learning difficulties and lack confidence in speaking and taking a proactive role in classrooms. The paper reports on data gathered in interviews with students from five Asian nations, which suggest that these learning difficulties are grounded in weaknesses in students' prior learning experiences – focused on grammar and reading skills in teacher-centred classrooms, not conversational skills – and in beliefs about

language learning instilled during schooling. The paper proposes strategies for overcoming these problems.

2.10.2.2 Study two:

Yingjie Ian Jack Yang (2014): The development of speaking fluency: The 4/3/2 technique for the EFL learners in China. EFL teaching is gradually changed from a traditional grammar-based model to a communicative language teaching approach in China. So, there is a variety of methodologies to help the Chinese EFL learners to practice their speaking skills. Lack of speaking fluency practice, sometimes, is not sufficient to maintain a communicative task in EFL class. This paper examines previous studies and researches in fluency development: to point out the importance of speaking fluency; to outline a 4/3/2 method adapting in the EFL class; to implement retrieval strategy to cultivate a long-term practice and to prove the fluency improvements in class will be beneficial in real-life conversation.

2.10.2.3 Study three:

Derakhshan et al (2016): Developing EFL Learner's Speaking Ability, Accuracy and Fluency. The significant care and the globalization of English have been caused broad demand for good English-speaking skills in various realms. The evidence manifested that some features of speaking abilities are amenable to instruction in the second or foreign language classroom (Derakhshan, Tahery, and Mirarab, 2015). In spite of the verified evidence in speaking, there are still debates over English as a Foreign Language (EFL) learners' speaking ability and approaches. Therefore, the present paper aimed to provide readers with interesting materials, empowering activities such as imitation, responsive, intensive extensive performance, transactional dialogue, and interpersonal dialogue to improve their speaking abilities. In addition, the EFL learners can boost their speaking ability by utilizing various instruments such as,

role play, videos, flash cards, and graphs. Furthermore, this paper takes into account the significant components and keys to improve speaking competence accurately and fluently. To this goal, language teachers have vital roles in creating appropriate environment in the classroom that encourages both children and adults to firstly take part in classroom conversations and then, facilitate opportunities to keep doing it outside of the classroom. Thus, it is beneficial for both children and adults.

Finally, this paper reviews some empirical studies to clarify the effectiveness of various methods and approaches to promote the speaking skill accurately and fluently.

2.10.2.4 Study four:

El-Haj (1995) in his M.A thesis found that good learners of EFL are distinguished from the poor ones holistically in terms of cognitive and practice and automatically in terms of a number of sub-strategies belonging to different classes. He also found that the educational level of the learner has effect on the strategies he/she uses. The educational level of the learner has been found to affect strategy uses in that as the learner advances in educational level, he/she develops quantitatively and qualitatively different behavior in the use of lexical learning strategies (1995:76).

2.10.2.5 Study five:

A study was conducted by Banerjee (2007) in EFL/ESL academic speaking, skills, and another by Bamford (2007), have found that many ESL/EFL students' academic speaking skills in English are weak. They found that their academic speaking skills are not strong enough to cope with their academic study in English – medium universities. Such students have not gained sufficient English language skills to their academic study.

The researcher agrees with these findings because it was observed that most of the Sudanese EFL learners are not able to express their opinions, comments, etc. speaking fluently in English. This point is stated in Chapter One of this study, under the subtitle the statement of the problem.

Comments:

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the method of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. The instrument used as primary tool for data collecting methods in this study is (questionnaire to teachers of English).

3.1 Methodology of the Study

3.1.1 Tools of the Study

The researcher has adopted one tool to collect the information of this study. The questionnaire was distributed to teachers of English at some Sudanese Universities.

3.1.2 The Questionnaire

The instrument is a questionnaire, which was distributed to the teachers of English. This questionnaire included a covering page which introduces the topic of research identifies the researcher. It uses Likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the hypotheses of the study. These hypotheses were turn to statements that provide suggested answers for the teachers of English at some Sudanese universities.

3.2. Population of the Study

The population of this study was teachers of English at some Sudanese Universities. The researcher used the simple randomly sampling to select the population of the study. (How many teachers?)

3.3The Sample of the Study

The sample of study represents teachers of English at Sudan University of

Science and Technology who was given the questionnaire; it was designed according to the hypotheses of study to check teacher's point of views. (How many teachers?)

3.4 Validity and Reliability of the Research Tools

The questionnaire was judged by three Ph.D. holding referees (Appendex II) who are specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items . In this case , the researcher revised all amendments, and some of typing mistakes on this questionnaire.

3.5 Statistical Reliability and Validity ???

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

Reliability Statistics

	Cronbach's Alpha	Number of questions
	0.81	15

Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tools, including population, sample, validity and reliability of each instruments.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire, which was given to 30 respondents who represent the teachers' community in Sudanese Universities.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

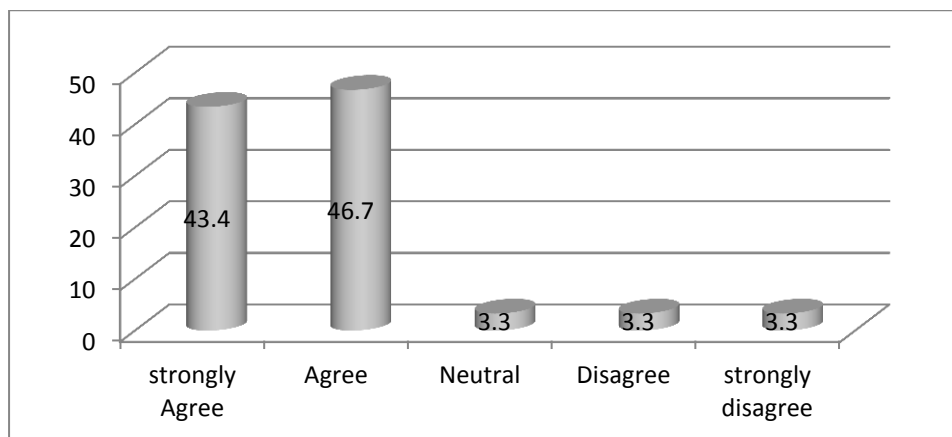
4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Table No (4.1) : In speaking fluency, students are unable to get the message regardless of the grammatical construction and other mistakes.

Valid	Frequency	Percent
strongly Agree	13	43.40%
Agree	14	46.70%
Neutral	01	3.30%
Disagree	01	3.30%
strongly disagree	01	3.30%
Total	30	100.00%

Fig (4.1) In speaking fluency, students are unable to get the message regardless of the grammatical construction and other mistakes

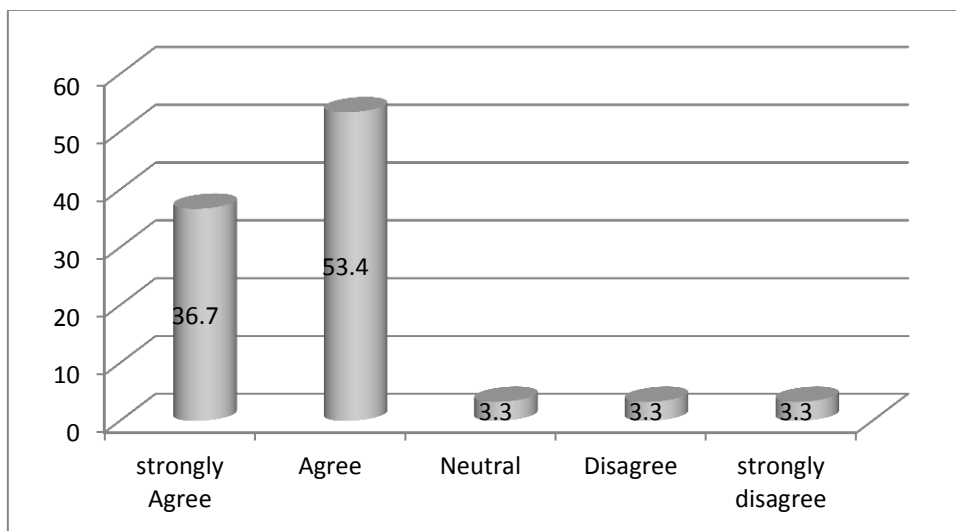


With reference to the above table (4.1) and figure (4.1), it's clear that participants' responses to strongly agree is (43.40%), agree turned out to be (46.70%) neutral is (3.30%), disagree is (3.30%), whereas strongly disagree is only (3.30%). This demonstrates that students should be well- trained in developing speaking fluency.

Table No (4.2): Students are unable to participate in speaking fluency actively.

Valid		Frequency	Percent
	strongly Agree	11	36.70%
	Agree	16	53.40%
	Neutral	01	3.30%
	Disagree	01	3.30%
	strongly disagree	01	3.30%
	Total	30	100.00%

Fig (4.2): Students are unable to participate in speaking fluency actively.

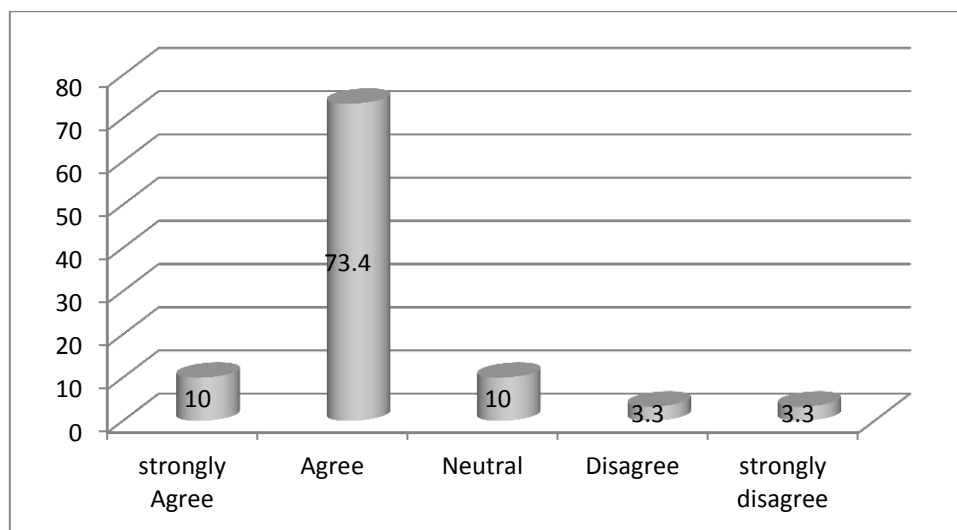


With reference to table (4.2) and figure (4.2), it's clear that participants' responses to strongly agree is (36.70%), agree turned out to be (53.40%) neutral is (3.30%), disagree is (3.30%), whereas strongly disagree is only (3.30%). This demonstrates that students should be well- trained in developing speaking fluency.

Table No (4.3): Classroom environment is not helpful to practice speaking activities.

Valid	Frequency	Percent
strongly Agree	03	10.00%
Agree	22	73.40%
Neutral	03	10.00%
Disagree	01	3.30%
strongly disagree	01	3.30%
Total	30	100.00%

Fig (4.3) Classroom environment is not helpful to practice speaking activities.

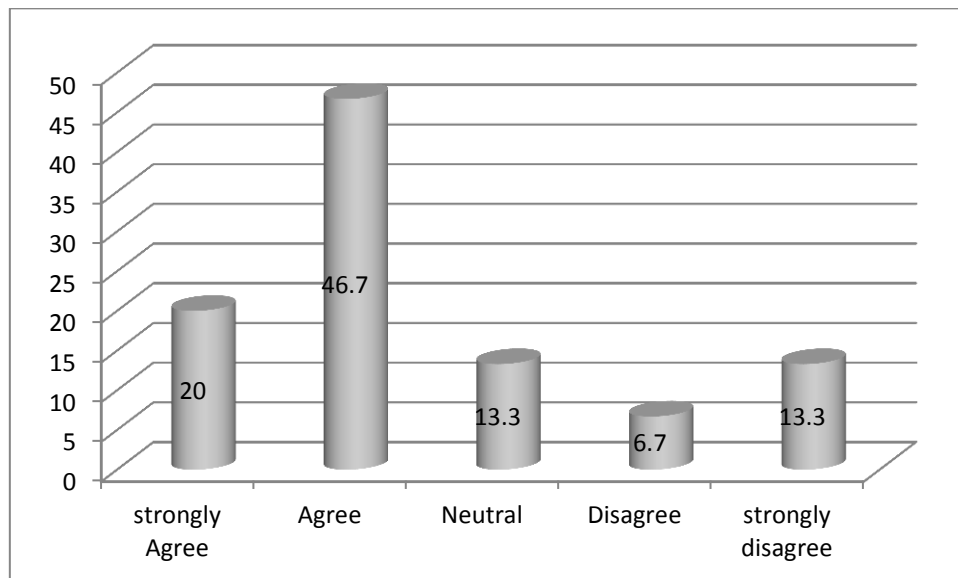


With regard to table (4.3) and figure (4.3), it's observed that participants' responses to strongly agree is (10.00%), agree turned out to be (73.40%), neutral is (10.00%), disagree is (3.30%), while strongly disagree is only (3.30%). This justifies the idea that, students should be well- trained in enhancing speaking activities

Table No (4.4): Students lack motivation to speak English fluently.

Valid		Frequency	Percent
	strongly Agree	06	20.00%
	Agree	14	46.70%
	Neutral	04	13.30%
	Disagree	02	6.70%
	strongly disagree	04	13.30%
	Total	30	100.00%

Fig (4.4) Students lack motivation to speak English fluently

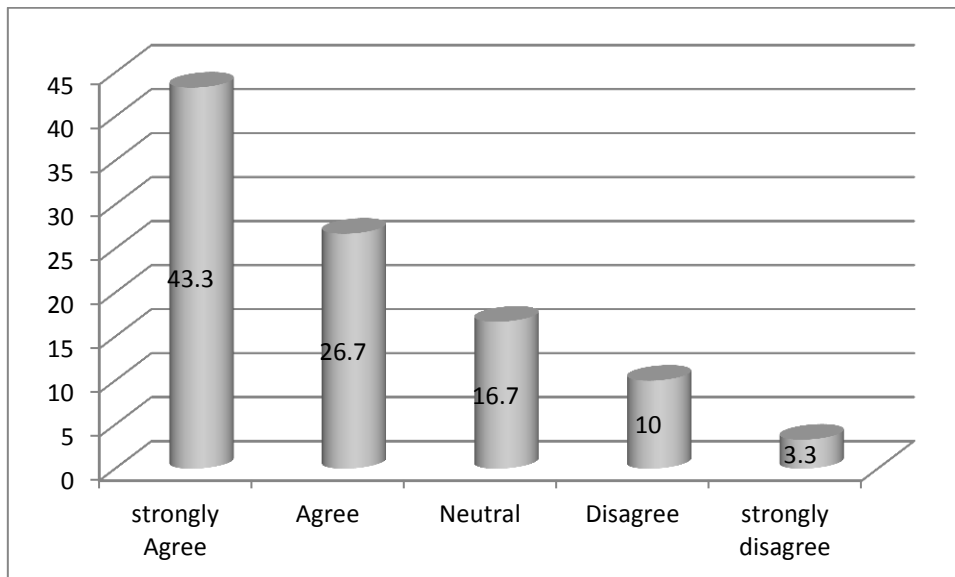


With regard to table (4.4) and figure (4.4), it's noticed that participants' responses to strongly agree is (20.00%), agree turned out to be (46.40%), neutral is (13.30%), disagree is (6.70%), whereas strongly disagree is only (13.30%). This strengthens that; students should be motivated to speak English fluently.

Table No (4.5): Students need to be encouraged to speak confidently so as to promote their speaking fluency.

Valid	Frequency	Percent
strongly Agree	13	43.30%
Agree	08	26.70%
Neutral	05	16.70%
Disagree	03	10.00%
strongly disagree	01	3.30%
Total	30	100.00%

Fig (4.5)

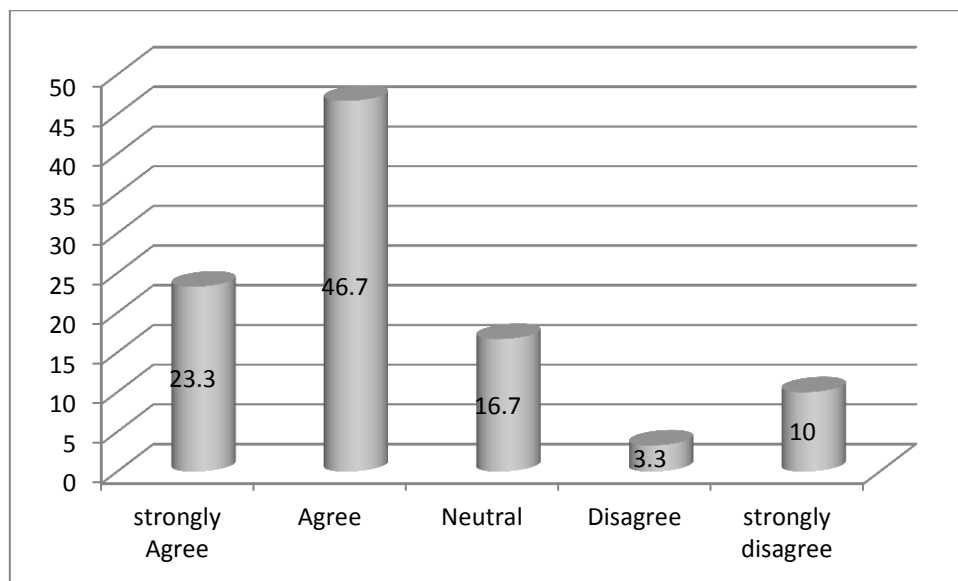


With reference to table (4.5) and figure (4.5), it's clear that participants' responses to strongly agree is 43.3%, agree turned out to be (26.70%), neutral is (16.70%), disagree is (10.00%), whereas strongly disagree is only (3.30%). This indicates that students should be encouraged to speak confidently.

Table No (4.6): EFL teachers cannot direct the students to practice speaking skill in-group work.

Valid	Frequency	Percent
strongly Agree	7	23.3
Agree	14	46.7
Neutral	5	16.7
Disagree	1	3.3
strongly disagree	3	10.0
Total	30	100.0

Fig (4.6) EFL teachers cannot direct the students to practice speaking skill in-group work.

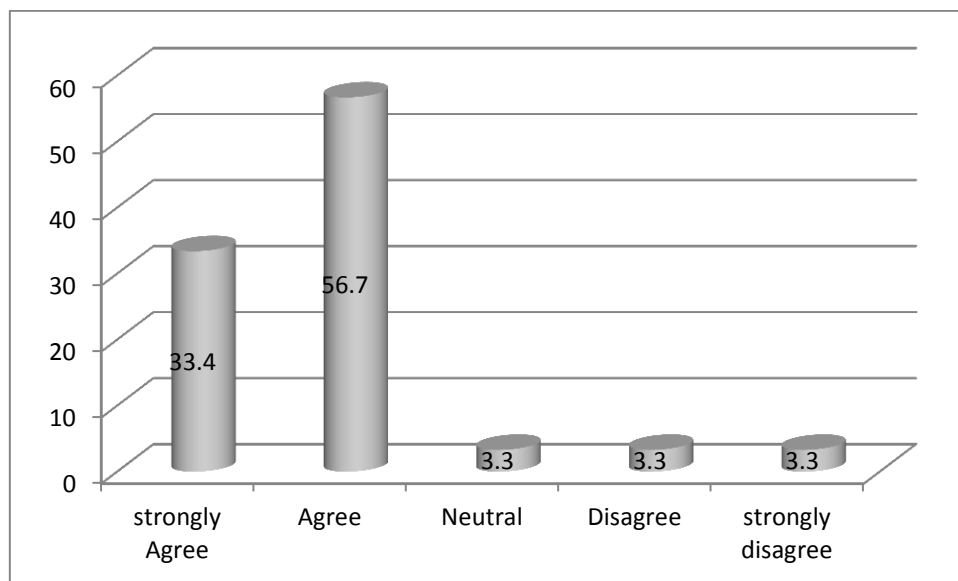


Concerning the table (4.6) and figure (4.6), it's illustrated that participants' responses to strongly agree is 23.3%, agree turned out to be (46.70%), neutral is (16.70%), disagree is (10.00%), whereas strongly disagree is only (10.00 %). This demonstrates that students should be directed by their teachers to practice speaking in groups.

Table No (4.7): EFL teachers are not trained to develop students speaking skill.

Valid		Frequency	Percent
	strongly Agree	10	33.40%
	Agree	17	56.70%
	Neutral	01	3.30%
	Disagree	01	3.30%
	strongly disagree	01	3.30%
	Total	30	100.00%

Fig (4.7) EFL teachers are not trained to develop students speaking skill.

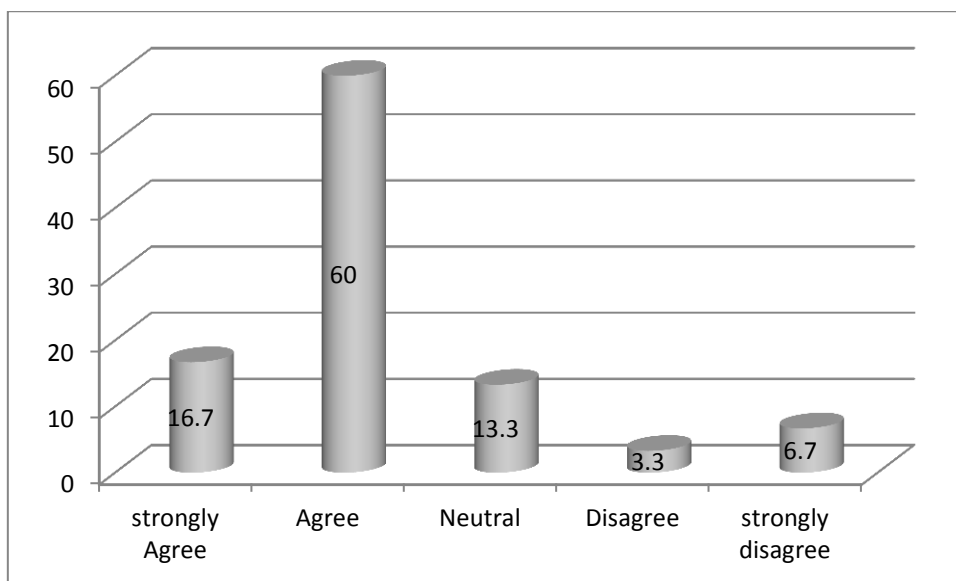


With regard to the table (4.7) and figure (4.7), it's showed that participants' responses to strongly agree is (33.40%), agree turned out to be (56.70%), neutral is (3.30%), disagree is (3.30%), whereas strongly disagree is only (3.30%). This proves that teachers should be well-trained in developing speaking fluency.

Table No (4.8): EFL teachers do not provide students with opportunities to communicate in the target language.

Valid	Frequency	Percent
strongly Agree	05	16.70%
Agree	18	60.00%
Neutral	04	13.30%
Disagree	01	3.30%
strongly disagree	02	6.70%
Total	30	100.00%

Fig (4.8) EFL teachers do not provide students with opportunities to communicate in the target language.

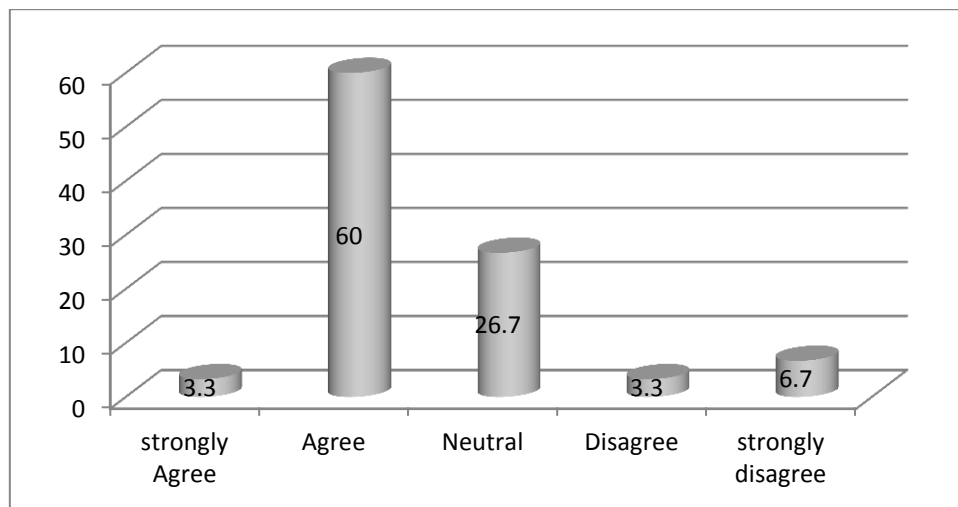


Regarding to the table (4.8) and figure (4.8), it is clear that participants' responses to strongly agree is (16.70%), agree turned out to be (60.00%), neutral is (13.30%), disagree is (3.30%), while strongly disagree is only (6.30%). This illustrates that teachers should give students chance to practice speaking activities.

Table No (4.9): Classroom environment is not conducive to developing students' speaking skill.

Valid		Frequency	Percent
	strongly Agree	01	3.30%
	Agree	18	60.00%
	Neutral	08	26.70%
	Disagree	01	3.30%
	strongly disagree	02	6.70%
	Total	30	100.00%

Fig (4.9) Classroom environment is not conducive to developing students' speaking skill.

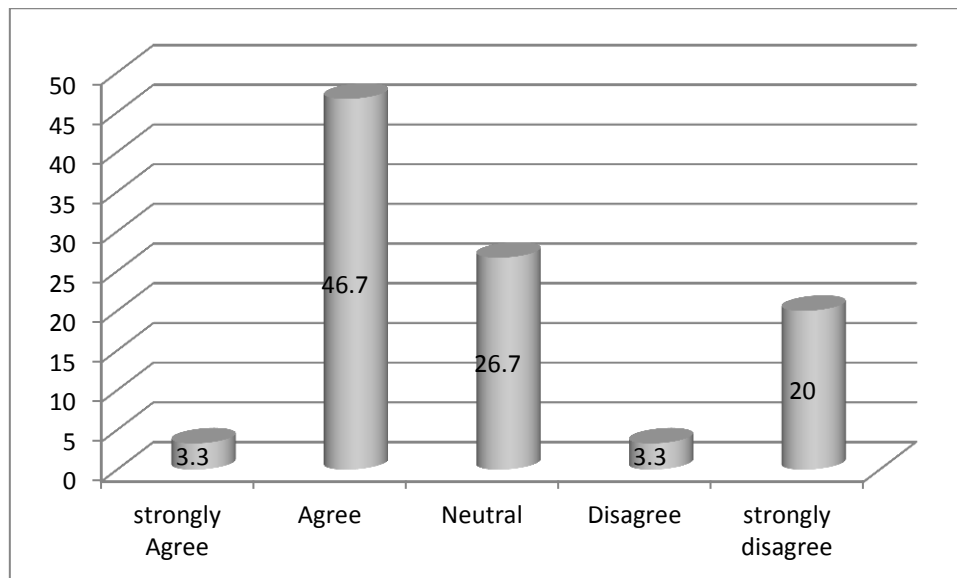


With regard to the table (4.9) and figure (4.9), it is obvious that participants' responses to strongly agree is (3.30%), agree turned out to be (60.00%), neutral (26.70%), disagree is (3.30%), while strongly disagree is only (6.30%). This emphasizes that classroom should be well- prepared in developing oral communication.

Table No (4.10): EFL teachers do not encourage students to perform speaking activities in pair work.

Valid		Frequency	Percent
	strongly Agree	1	3.3
	Agree	14	46.7
	Neutral	8	26.7
	Disagree	1	3.3
	strongly disagree	6	20
	Total	30	100.0

Fig (4.10) EFL teachers do not encourage students to perform speaking activities in pair work.

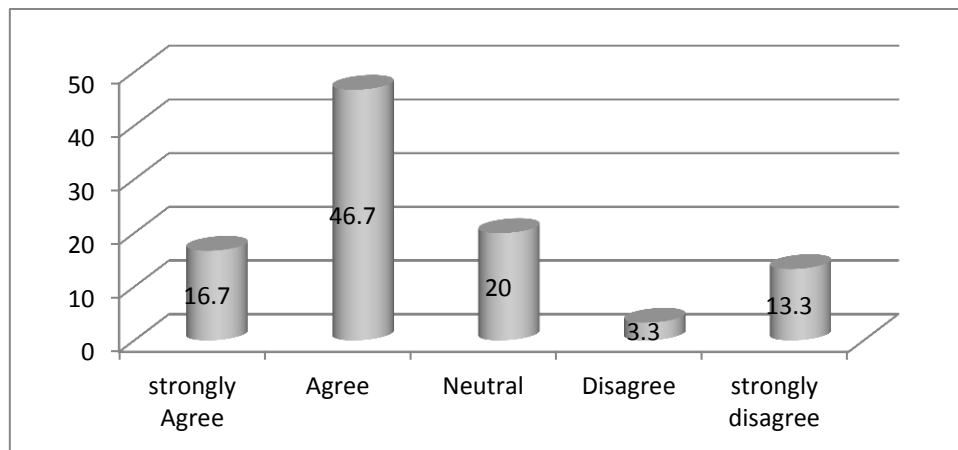


With regard to the table (4.10) and figure (4.10), it is obvious that participants' responses to strongly agree are (3.30%), agree turned out to be (46.70%), neutral is (26.70%), disagree is (3.30%), while strongly disagree is only (20.00%). This emphasizes that teachers should create discussing topics for students to develop class activities.

Table No (4.11): Grammatical errors can potentially affect student's improvement of speaking fluency.eg words order in English S -V-O in contrast to Arabic.

Valid	Frequency	Percent
strongly Agree	05	16.70%
Agree	14	46.70%
Neutral	06	20.00%
Disagree	01	3.30%
strongly disagree	04	13.30%
Total	30	100.00%

Fig (4.11) Grammatical errors can potentially affect student's improvement of speaking fluency.eg words order in English S -V-O in contrast to Arabic.

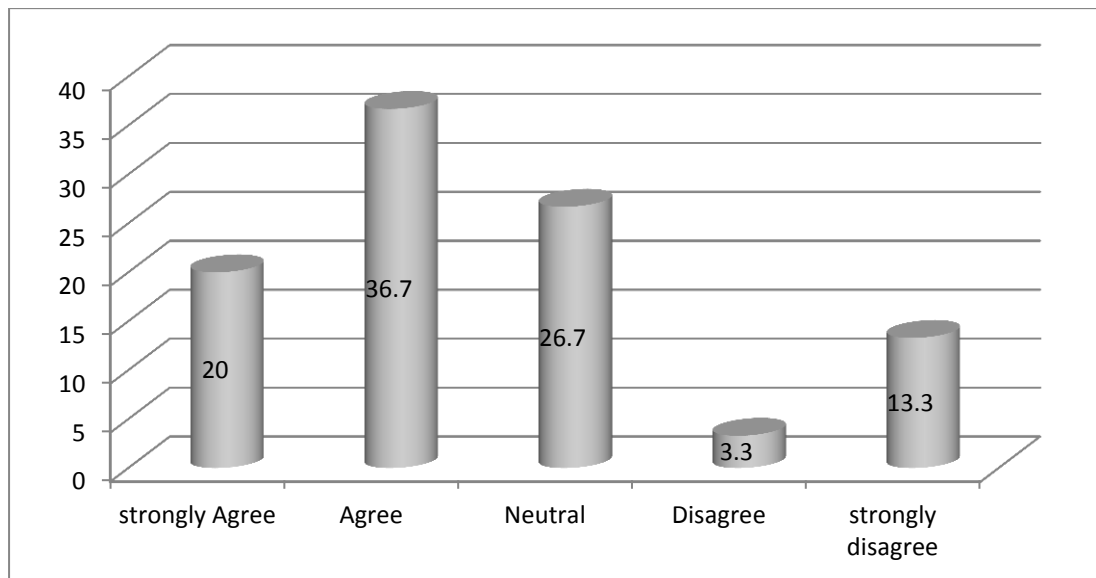


With referring to the table (4.11) and figure (4.11), it is obvious that participants' responses to strongly agree is (16.70%), agree turned out to be (46.70%), neutral is (20.00%), disagree is (3.30%), meanwhile strongly disagree is only (13.30%). This shows that grammatical errors influence students' participations.

Table No (4.12): Mother tongue interference affects student's pronunciation of words.eg text, next.

Valid	Frequency	Percent
strongly Agree	06	20.00%
Agree	11	36.70%
Neutral	08	26.70%
Disagree	01	3.30%
strongly disagree	04	13.30%
Total	30	100.00%

Fig (4. 12) Mother tongue interference affects student's pronunciation of words.eg text, next.

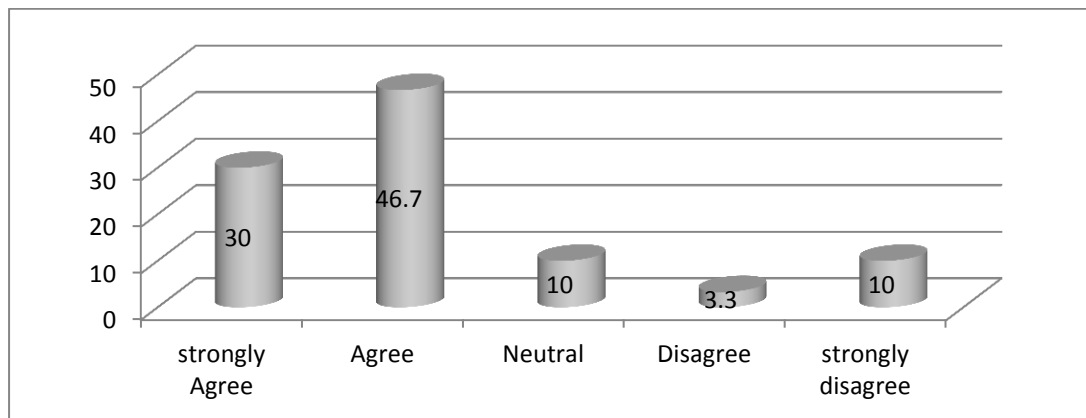


With referring to the table (4.12) and figure (4.12), it is obvious that participants' responses tostrongly agree is (20.00%), agree turned out to be (36.70%), neutral is (26.70%), disagree is (33.30%), meanwhile strongly disagree is only (13.30%).This indicates that interference should be avoided when pronouncing the words.

Table No (4.13): Students are unable to speak effectively due to interference of mother tongue e.g. noun and verb present, conduct, subject.

Valid	Frequency	Percent
strongly Agree	09	30.00%
Agree	14	46.70%
Neutral	03	10.00%
Disagree	01	3.30%
strongly disagree	03	10.00%
Total	30	100.00%

Fig (4. 13) Students are unable to speak effectively due to interference of mother tongue e.g. noun and verb present, conduct, subject.

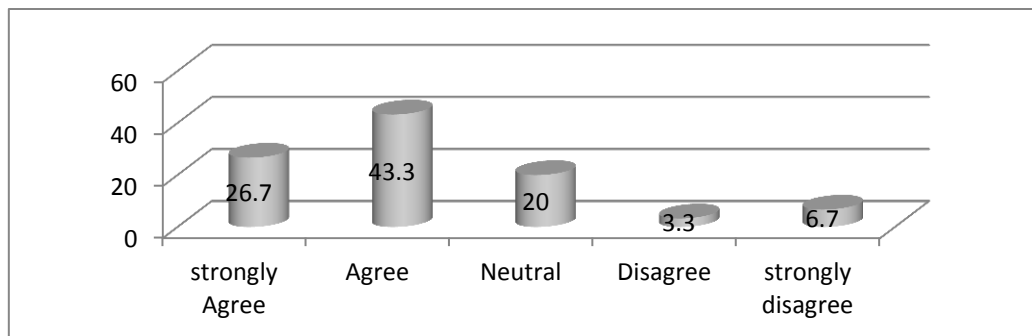


With regarding to the table (4.13) and figure (4.13) referring to the statement "Students are unable to speak effectively due to interference of mother tongue e.g. noun and verb present, conduct, subject". It is obvious that participants' responses tostrongly agree is (30.00%), agree turned out to be (46.70%), neutral is (10.00%), disagree is (3.30%), meanwhile strongly disagree is only (10.00%).This illustrates that interference of mother tongue affect students speaking fluency.

Table No (4.14): Mother tongue interference (Arabic) influences student's pronunciation when they are involved in real speaking activities e.g. people- beoble voice-foice.

Valid	Frequency	Percent
strongly Agree	08	26.70%
Agree	13	43.30%
Neutral	06	20.00%
Disagree	01	3.30%
strongly disagree	02	6.70%
Total	30	100.00%

Fig (4. 14) Mother tongue interference (Arabic) influences student's pronunciation when they are involved in real speaking activities e.g. people- beoble voice-foice.

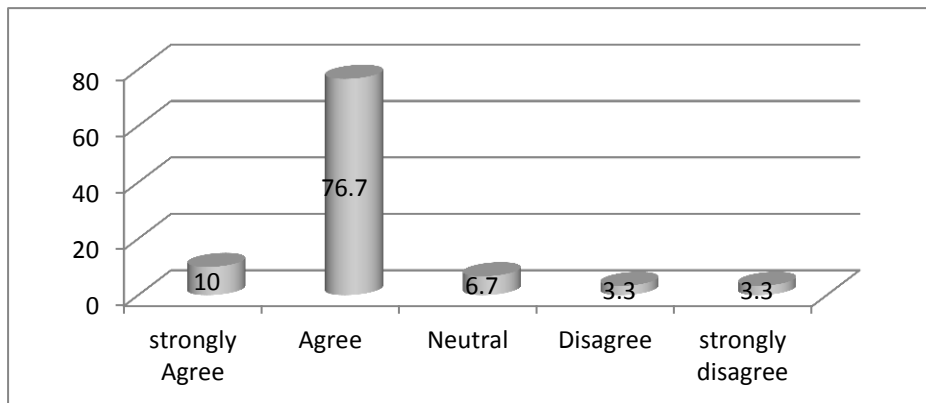


With regarding to the table (4.14) and figure (4.14), it is illustrated that participants' responses tostrongly agree is (26.70%), agree turned out to be (43.30%), neutral is (20.00%), disagree is (3.30%), meanwhile strongly disagree is only (6.70%).This illustrates that mother tongue interference should be avoided when communicating with others.

Table No (4.15): Overgeneralization can negatively hinder the students while performing speaking activities e.g. go, goed – do, doed- come, comed

Valid	Frequency	Percent
strongly Agree	03	10.00%
Agree	23	76.70%
Neutral	02	6.70%
Disagree	01	3.30%
strongly disagree	01	3.30%
Total	30	100.00%

Fig (4. 15) Overgeneralization can negatively hinder the students while performing speaking activities e.g. go, goed – do, doed- come, comed



According to the table (4.15) and figure (4.15), it is noticed that participants' responses to strongly agree is (10.00%), agree turned out to be (76.70%), neutral is (6.70%), disagree is (3.30%), meanwhile strongly disagree is only (3.30%). This shows that overgeneralization should be avoided when performing speaking skill.

Table No. (4.16) Chi-Square Test Results for Respondents' Answers of the Questions

No.	Statement	mean	SD	Chi square	p-value
1	In speaking fluency, students are unable to get the message regardless of the grammatical construction and other mistakes.	2.5	1.3	24	0.00
2	Students are unable to participate in speaking fluency actively	3.5	0.6	24	0.00
3	Classroom environment is not helpful to practice speaking activities.	2.6	2.4	13	0.00
4	Students lack motivation to speak English fluently.	2.4	0.8	25	0.03
5	Students need to be encouraged to speak confidently to promote their speaking fluency.	3.3	0.6	21	0.00
6	EFL teachers cannot direct the students to practice speaking skill in-group work.	2.3	1.0	14	0.00
7	EFL teachers are not trained to develop students speaking skill.	2.5	0.6	16	0.00
8	EFL teachers do not provide students with opportunities to communicate in the target language.	2.4	0.8	24	0.001
9	Classroom environment is not conducive to developing students' speaking skill.	4.3	0.7	21	0.008
10	EFL teachers do not encourage students to perform speaking activities in pair work.	4.2	2.4	34	0.00
11	Grammatical errors can potentially affect student's improvement of speaking fluency.eg words order in English S -V-O in contrast to Arabic.	3.5	0.7	21	0.00
12	Mother tongue interference affects student's pronunciation of words.eg text, next.	2.0	1.7	32	0.00
13	Students are unable to speak effectively due to interference of mother tongue e.g. noun and verb present, conduct, subject.	3.6	1.6	21	0.00
14	Mother tongue interference (Arabic) influences student's pronunciation when they are involved in real speaking activities e.g. people- beoble voice-foice.	2.5	0.4	26	0.00
15	Overgeneralization can negatively hinder the students while performing speaking activities e.g. go, goed – do,doed- come, comed	4.2	2.4	20	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5) which was (7.13%). this indicates that, there are statistically significant differences at the level (5.00%) among the answers of the respondents, which support the respondent who agreed with the statement "In speaking fluency, students are unable to get the message regardless of the grammatical construction and other mistakes.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students are unable to participate in speaking fluency actively

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (Classroom environment is not helpful to practice speaking activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students lack motivation to speak English fluently.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students need to be encouraged to speak confidently so as to promote their speaking fluency.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (6) question was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement EFL teachers cannot direct the students to practice speaking skill in group work.(The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (7) question was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “EFL teachers are not trained to develop students speaking skill..

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "EFL teachers do not provide students with opportunities to communicate in the target language. The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13).this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Classroom environment is not conducive to developing students' speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "EFL teachers do not encourage students to perform speaking activities in pair work. The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13).this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Grammatical errors can potentially affect student's improvement of speaking fluency.eg words order in English S -V-O in contrast to Arabic.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (Mother tongue interference affects student's pronunciation of words.eg text, next.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students are unable to speak effectively due to interference of mother tongue e.g. noun and verb present, conduct, subject.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement “Mother tongue interference (Arabic) influences student's pronunciation when they are involved in real speaking activities e.g. people- beoble voice-foice.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (20) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Overgeneralization can negatively hinder the students while performing speaking activities e.g. go, goed – do,doed- come, comed.

Discussion

This study has discussed the obstacles of speaking fluency faced by EFL students in achieving learning process. The first the statement "In speaking fluency, students are unable to get the message regardless of the grammatical construction and other mistakes ". It's clear that participants' responses to strongly agree is (43.40%), agree turned out to be (46.70%) neutral is (3.30%), disagree is (3.30%), whereas strongly disagree is only (3.30%).This demonstrates that students should be well- trained in developing speaking fluency. The second statement "Students are unable to participate in speaking fluency actively". It's clear that participants' responses tostrongly agree is (36.70%), agree turned out to be (53.40%) neutral is (3.30%), disagree is (3.30%), whereas strongly disagree is only (3.30%). This demonstrates that students should be well- trained in developing speaking fluency. With regard to table (4.3) and figure (4.3) concerning the statement,"Classroom environment is not helpful to

practice speaking activities." It's observed that participants' responses to strongly agree is (10.00%), agree turned out to be (73.40%), neutral is (10.00%), disagree is (3.30%), while strongly disagree is only (3.30%). This justifies the idea that, students should be well-trained in enhancing speaking activities. With regard to table (4.4) and figure (4.4) focusing on the statement "Students lack motivation to speak English fluently". It's noticed that participants' responses to strongly agree is (20.00%), agree turned out to be (46.40%), neutral is (13.30%), disagree is (6.70%), whereas strongly disagree is only (13.30%). This strengthens the view of that; students should be motivated to speak English fluently. With reference to table (4.5) and figure (4.5) concentrating on the statement, "Students need to be encouraged to speak confidently so as to promote their speaking fluency". It's clear that participants' responses to strongly agree is (43.30%), agree turned out to be (26.70%), neutral is (16.70%), disagree is (10.00%), whereas strongly disagree is only (13.30%). This indicates that students should be encouraged to speak confidently.

4.3 Summary of the Chapter

This chapter has covered the data analysis of the study, which is about investigating the obstacle of speaking fluency faced by EFL students in achieving learning process. This is done through a questionnaire to the teachers of English at some Sudanese Universities. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Main Findings

The results of this study that investigate difficulties encountered by universities students in speaking fluency, the researcher has summarized following findings:

1. In speaking fluency, students are able to get the message regardless of the grammatical construction and other mistakes.
2. Students are unable to participate in fluency speaking actively.
3. Students need to be encouraged to speak confidently so as to promote their speaking fluency.
4. EFL teachers do not provide students with opportunities to communicate in the target language.
5. Classroom environment is not conducive to develop students' speaking skill.
6. Students are unable to speak effectively due to interference of mother tongue e.g. noun and verb (present, subject).
7. Mother tongue interference (Arabic) influences student's pronunciation when they are involved in real speaking activities e.g. people- beoble voice-foice.

5.2 Conclusion

This study pointed out that, majority of students at university level is unable to speak effectively .And the reasons for that are many and varied. Speaking is an interaction process of constructing meaning that involves producing and receiving and processing information.

Speaking in a foreign language has often been viewed as the most demanding of the four skills. “While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing on the other hand, involve language production and are referred to as productive skills.

To sum up,Embarrassment is usually caused by students’ inability to adjust to native speakers’ speech. This is natural and adjures patience while learning to speak or communicate in a foreign language.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

1. Teachers should raise the students' awareness about the importance of speaking fluency.
2. EFL teachers should encourage students to perform speaking activities in pair work.
3. EFL teachers should be well- trained to develop students speaking skill.

5.4 Suggestions for Further Studies

Speaking skill is still an inviting area in the field of languages learning. Thus:-

1. The researcher would like to suggest teaching of speakingshould be graded.

2. Teachers should adopt the appropriate techniques for teaching speaking skill. Thus.
3. Learners can be expected to tackle the role of the native speakers in learning EFL, especially in the area of developing of speaking skill.

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Appendixes

Appendix (1)

Teacher's Questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate the obstacles of speaking fluency faced by EFL students in achieving learning process. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Your answer is very important and will be of much help for the completion of this work.

Please tick (✓) in front of your choice. Your assistance is highly appreciated.

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	In speaking fluency, students are unable to get the message regardless of the grammatical construction and other mistakes.					

2	Students are unable to participate speaking fluency actively					
3	Classroom environment does not help students to practice speaking skill activities.					
4	Students lack motivation to speak English fluently.					
5	Students need to be encouraged to speak confidently to promote their speaking fluency.					
6	EFL teachers cannot direct the students to practice speaking skill in-group work.					
7	EFL teachers do not train the students to develop their speaking skill.					
8	EFL teachers do not provide students with opportunities to communicate in the target language to reinforce speaking process.					
9	Classroom environment are not conducive to the developing students' speaking skill.					

10	EFL teachers do not encourage students to perform speaking activities in pair work.					
11	Grammatical errors can potentially affect student's improvement of speaking fluency.					
12	Mother tongue interference affects student's pronunciation of words.					
13	Students are unable to speak effectively due to interference of mother tongue.					
14	Mother tongue interference (Arabic) influences student's pronunciation when they involve in real speaking activities.					
15	Overgeneralization can negatively hinder the students while performing speaking activities.					

Appendix (2)

The Committee of Questionnaire Referees

No.	Name	Degree	Title	Address
1	Dr. Abbas Mukhtar Mohammed	PhD	Assistant Professor	Sudan University of Science and Technology
2	Dr. Muntasir Hassan Mubarak	PhD	Assistant Professor	Sudan University of Science and Technology
3	Dr. Sabir Mirgani Ali	PhD	Assistant Professor	Sudan University of Science and Technology